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ABSTRACT

The collaborative procedures used to derive the instructional objectives for Arizona State University's Teacher Corps training programs for inservice teachers, preservice teachers, and teacher aides were time consuming and costly, but have resulted in increased respect and better working relationships between teachers, parents, and teacher educators. The instructional objectives developed by teachers, parents, teacher interns, and program developmental staff included observable teacher performance and usually included the qualitative characteristics of an acceptable performance. Objectives were based on teacher skills in three areas: (1) instructional skills, (2) personal/interpersonal skills, and (3) setting related skills. Appended are: (1) a list of skills developed collaboratively, (2) the relationship of skills to objectives, and (3) teacher competencies review checklist. (STS)

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DERIVING INSTRUCTIONAL OBJECTIVES FOR TEACHER CORPS TRAINING PROGRAMS

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DERIVING INSTRUCTIONAL OBJECTIVES FOR TEACHER CORPS TRAINING PROGRAMS

Introduction

One of the goals of the Teacher Corps Youth Advocacy Project at Arizona State University is to develop training programs for inservice teachers, preservice teachers, and teacher aides that are objectives-based and field centered. Those responsible for developing the teacher training programs have established procedures for deriving instructional objectives and preparing objectives-based training and assessment activities. These procedures require collaboration between several different groups of individuals. The procedures used to derive instructional objectives for the three teaching programs and the benefits associated with those procedures are described in this paper.

Who was Involved in Deriving the Objectives?

The National Teacher Corps Office recommends that local Teacher Corps projects involve several groups of individuals in the development of teacher training programs. In Arizona State University's Teacher Corps project a Teacher Training Task Force and the Teacher Corps program development staff collaborated in deriving the instructional objectives for the teacher training programs. The fifteen member task force was made up of high school teachers, teacher aides, Teacher Corps interns, parents, and teacher educators. The program development staff had four members: a program development specialist, a team leader (master teacher), a community coordinator, and an instructional development specialist.

The development staff prepared instructional objectives based upon suggestions provided by the task force. The task force approved the objectives and assisted in planning and implementing a review of the objectives by a larger sample of inservice teachers, parents, preservice teachers and teacher educators. The involvement of individuals from these groups in deriving the instructional objectives for the inservice training program resulted in the following benefits:

- A wide range of expectations concerning the competencies required of a successful teacher were obtained. Individuals from different groups frequently have different expectations of teachers. These expectations should be considered when developing teacher training programs.
- A broad base of support for the inservice program was obtained from the individuals to be involved in providing and receiving the training.
- A cooperative working relationship was established between widely different groups of individuals who previously had not worked together.

How were the Objectives Derived?

The procedures used to derive instructional objectives for the training programs were designed to encourage and reinforce individuals for active participation.

Members of the task force met as a group to make suggestions concerning instructional objectives for the teacher training programs. Each member was asked to list skills needed to be a successful teacher in their school. Skills were listed in three broad areas: instructional skills, personal/interpersonal skills, and setting related skills. The skills were written

on 5 x 8 sheets of paper with felt tip markers, one skill per sheet, and were posted on a wall for all to see. When all members finished writing their suggestions for one of the areas, the skills were reviewed one at a time by the group to clarify the meaning or intent of the suggestions. See Attachment A for a list of suggestions in the instructional skills area related to planning instruction.

The program development staff wrote instructional objectives based upon the teaching skills suggested by the task force. Similar teaching skills were grouped together (e.g., skills involving "collecting materials", "recognizing biases in materials", "identifying content materials" were grouped together) and one instructional objective was written to summarize the group of skills. The instructional objectives prepared by the program development staff included an observable teacher performance and, whenever possible, the qualitative characteristics of an acceptable performance. A conscious effort was made to write the objectives in language that was similar to that used by members of the task force.

After the instructional objectives were written, the skills suggested by the task force were indexed to them, and they were returned to the task force for review and approval. See Attachment B for a list of instructional objectives related to planning instruction in the instructional skills area. The numbers following each objective refer to the suggested skills listed on Attachment A. The task force edited and approved the final list of objectives.

The program development staff prepared an instructional objectives review checksheet based upon the final list of objectives approved by the task force. The review checksheet was used to broaden the base of input and support for the objectives of the teacher training programs.

Inservice teachers, preservice teachers, and teacher educators were asked to rate the importance of each instructional objective for each of the three training programs being developed. See Attachment C for one page of the checksheet for rating the importance of the objectives.

The use of these collaborative procedures to derive instructional objectives resulted in the following benefits:

- Every member of the task force and development staff became actively involved in determining instructional objectives for the program. No one individual or group was able to dominate the effort.
- The number of instructional objectives for the program was reduced to a manageable number by grouping and summarizing the skills suggested by the task force.
- The instructional objectives were written in language familiar to teachers and other concerned individuals, thus facilitating communication between those who will be providing training and those who will be receiving it.
- The task force and development staff became committed to the continued review and refinement of the instructional objectives and the development of materials and methods for teaching and assessing the objectives.

How will the Objectives be Used?

The instructional objectives derived for the Teacher Corps training programs will provide the base upon which to develop needs assessment materials and teacher training and assessment activities. The same collaborative procedures that were used to derive the training objectives will be used to develop these components of the training program. Some

of the planned uses of the instructional objectives are briefly described below.

Needs assessment materials will be developed to determine the areas in which teacher training is needed. One set of materials will be designed for use by teachers, teacher educators, and administrators to indicate teaching competencies (objectives) that individual teachers or groups of teachers need to acquire or develop more fully. Another set of materials will be developed to enable a teacher to obtain information from students regarding their perceptions of his/her competence on selected objectives. The student information obtained from these materials can be used to determine need for additional training.

Teacher training and assessment activities will initially be developed by teacher educators who contract to train teachers in the competencies specified in selected instructional objectives. Members of the development staff will work with these educators to develop objectives-based training materials and procedures and objectives-based assessment materials and procedures. A small scale tryout and evaluation of the training and assessment materials will be conducted. The results of the tryout and evaluation will be reviewed by the task force and recommendations will be made for revising the materials and procedures to make them more responsive to the training needs of teachers.

Summary

The collaborative procedures used to derive the instructional objectives for Arizona State University's Teacher Corps training programs are time consuming and costly but result in many benefits. The cooperative working relationships established between teachers, parents, teacher educators, and Teacher Corps staff have resulted in increased respect for the concerns

of one another. Cooperation and mutual respect is an important step towards the ultimate goal of all teacher training, improved school programs for all youngsters.

ATTACHMENT A

TEACHING SKILLS: SUGGESTED BY TASK FORCE

I. Instructional Skills

A. Planning Instruction

1. Select materials that may improve self image.

2. Assess the school as an organization.

3. Be aware of cultural biases in instructional materials (be able to adapt, if necessary).

4. Learn school environment (type of students, school procedures, materials available).

5. Look at background material on students, school, materials before developing lesson plans.

6. Collect material to adequately cover unit including type of student in class and covering integrity of content itself.

7. Separate materials into categories for presentation (AV materials, student panels, lecture, discussion groups, role playing).

8. Set up classroom management system.

9. Be aware of needs of target population of students.

10. Obtain input from available resources regarding ethnic backgrounds and ethnic needs of students.

11. Plan for continuous feedback from students.

12. Be aware of individual learning styles.

13. Select materials which are motivating to students.

14. Develop overall curriculum which can be individualized.

15. Involvement in planning of daily schedules for students.

16. Spelling skills, math skills, reading skills.

17. How to identify specific content materials needed by students.

18. Record keeping skills for homework assignments, etc.

19. How to correct homework assignments.

20. How to identify where students are in the subject area.

21. Transmit excitement about learning.

22. Obtain information about teaching task, specifically content.

23. Obtain information about specific students involved.

24. Begin to select and prepare resource file on specific skills to be covered in course - those mandated and for enrichment.

25. Prepare student profile.

26. Keep file on activities, films, in subject area for course calendar.

27. Prepare course guide; outline when things will be introduced, taught.

28. Prepare tests, if none available.

29. Be prepared to evaluate; inform students of evaluation procedures.

30. Plan for self-pupil-peer evaluation.

31. Be flexible.

32. Set objectives for unit.

33. Divide units into segments conducive to learning.

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ATTACHMENT B

INSTRUCTIONAL OBJECTIVES: SUMMARIZED BY DEVELOPMENT STAFF

I. Instructional Skills

A. Planning Instruction

- Prepare instructional materials and methods that will enable students to attain the course objectives.
(1), (3), (4), (5), (6), (7), (12), (13), (14), (26)

- Divide a course into instructional units and schedule instructional activities.
(7), (14), (15), (26), (27), (33)

- Preparing instructional objectives which meet the needs, abilities, etc. of students.
(9), (12), (16), (24), (32)

- Prepare materials for assessing students' attainment of the course objectives.
(11), (28), (29), (30)

- Prepare materials for recording students' attainment of the course objectives.
(8), (18), (20), (25)

Elsewhere:

1. Instruction (8), (11), (17), (18), (21), (30)

2. Personal Skills (31)

3. Site Skills (2), (4), (5), (9), (10), (22), (23)

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ATTACHMENT C

DIRECTIONS

Please read the following competency statements and check those competencies that you feel are important for each of the role groups listed. Rate the level of importance by indicating either an H = high importance, or an L - low importance. If you feel that the competency statement is not appropriate for any of the role groups, leave the space blank. In the third column, check the space if you feel there is a need for training in tnis area. Please use the space following each set of competencies to suggest improvements, to rewrite competencies for clarity or worth, or to add additional competencies that are important for teachers or paraprofessionals to possess.

TEACHER CORPS YOUTH ADVOCACY PROJECT

TEACHER COMPETENCIES REVIEW CHECKLIST

Name:_____ Role group:_____ School/Agency:_____

Address:_____ Phone:_____

Instructional Skills

A. Planning Instruction

	Paraprofessional	Pre-Service Teachers	In-Service Teachers	Do you desire training in this competency: yes	Do you desire training in this competency: no
- Prepares course outlines that describe major instructional units or activities and the schedule for their completion.					
- Prepares course objectives which describe skills and attitudes that are appropriate for the students and the programs taught.					
- Prepares instructional materials and procedures that will enable students to attain the course objectives.					
- Prepares materials for assessing students' attainment of stated course objectives.					
- Prepares materials for recording students' attainment of stated course objectives.					

Other competencies/comments:_____

_____

_____

_____